



UCL INSTITUTE OF ARCHAEOLOGY

ARCL0157

**The Archaeology of Egypt and the Middle East:
A Comparative Approach**

2020-21, Term 1

MA Core Course, 15 credits



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ARCL0157 Moodle Forum (essay/ class-related queries) or email (personal queries).

Please refer to the online [IoA Student Handbook](#) and [IoA Study Skills Guide](#) for instructions on coursework submission, IoA referencing guidelines and marking criteria, as well as UCL policies on penalties for late submission.

COURSE OVERVIEW

Course description

Popular attachment to Egypt and the ancient Near East as the 'birthplace of civilization', where the foundations of modern societies were laid, remains strong today. Yet our current picture of how prehistoric and ancient societies developed in those regions could not possibly have been predicted by earlier generations of scholars. Processes leading to the origins of farming, cities, states, literacy, and empires are being rethought in the light of new archaeological data. Our understanding of early relationships between the societies of Middle East, North East Africa, South and Central Asia, and the Mediterranean is being transformed by new evidence for patterns of cultural interaction, cutting across traditional frontiers of research. The emerging synthesis constitutes a radical challenge to conventional theories of social and cultural evolution, which this module sets out to explore.

Module Aims

- To provide students with an advanced understanding of patterns and processes in the archaeology of the Egypt and the ancient Near East
- To situate those processes within a broader comparative understanding of World Archaeology
- To familiarise students with new evidence for interconnections and cultural exchanges between Egypt, the early Middle East and other parts of Asia, Africa, and Europe
- To familiarise students with the scientific methods now used to reconstruct processes of technological, economic, and environmental change
- To explore the implications of Egypt and the Near East for the writing of global history including their relevance to contemporary social theory, post-colonial theory, and cultural heritage

Learning Outcomes

- To prepare students to undertake original research in world archaeology with an informed perspective on the archaeology of Egypt and the Near East, including its relationship to the history of European colonialism
- To enhance students' ability in reading and debate through assessment and evaluation of alternative interpretations, and presentation of reasoned conclusions
- recognition of the linkages between data, methods, and ideas
- application of the methods and theories of inter-disciplinary analysis
- skill in integrating a variety of evidence from different disciplines into overall interpretations
- proficiency in the setting out information and ideas clearly in written form

Method of assessment

Two essays of 2000 words each.

Communications

- **Moodle is the main forum** for this course; important information will be posted by staff in the **Announcements forum** and you will automatically receive an email notification for these. You cannot reply to these emails.
- Please post any general queries relating to module content, assessments and administration **in the Moodle Q&A forum** (or if you want – MS Teams).
- For personal queries, please contact the co-ordinator by email.

COURSE OUTLINE

Week	Date		Staff
1	9th Oct	Ancient Egypt and the Middle East in world history	DW
2	16th Oct	Neolithic transformations: worlds of the earliest farmers	DW
3	23rd Oct	Global villages: the later prehistory of Egypt and the Near East	DW
4	30th Oct	Holocene environments, climate change, and human impact	MA
5	6th Nov	Origins of cities and states	DW
6	READING WEEK		
7	20th Nov	Emergence, functions, and development of writing systems	RS/DW
8	27th Nov	Commerce, cosmology, and sacrifice: the movement of goods	DW
9	4th Dec	Ancient empires and imperialism: current themes and perspectives	RS/MA
10	11th Dec	Body, gender, and power in the ancient Near East	DW
11	18th Dec	Ancient Egypt and the Middle East: a review through images	DW

Lecturers: Mark Altaweel (MA), Rachael Sparks (RS), David Wengrow (DW)

Weekly Course Plan

The course is taught through seminars. Students will be required to undertake close reading of set texts, engage with a wide range of supplementary material prepared by the course tutors (including visual presentations), proactively raise issues for discussion, and contribute routinely to debates.

Workload

This is a 15-credit course which equates to 150 hours of learning time including session preparation, background reading, and researching and writing your assignments. With that in mind you should expect to organise your time in roughly this way:

20 hours	Staff-led seminars
60 hours	Self-guided session preparation (reading, listening, note-taking), about 6 hours a week
70 hours	Reading for, and writing, the research essays

ASSESSMENT

This course is assessed by means of a total of 4000 words of coursework, divided into *two essays of 2000 words each*. Essay topics are normally to be chosen from the titles given at the end of each seminar summary, below. If students are unclear about the nature of an assignment, or wish to propose an alternative title, they must contact the Course Co-ordinator in advance for approval.

The essential and recommended reading lists provided on ARCL0157 Moodle are to be used as sources for writing the essays. To open these reading lists, enter Moodle, and open the file labelled 'Full Reading List'. Students are also encouraged to incorporate additional or alternative sources from their own reading: note that, in addition to the extensive online resources made available through your UCL account, many academics now upload their research publications to websites such as academia.edu and researchgate.net, which are freely accessible.

Please note: it is essential that students use the suggested essay question titles **precisely as given** and consult with the Co-ordinator if they wish to suggest any changes. Please remember to include the entire and exact title at the start of your essay.

You will receive feedback on your written coursework via Moodle, and have the opportunity to discuss your marks and feedback with the co-ordinator in progress meetings, or by appointment.

For more details see the '[Assessment](#)' tab in the IoA Student Handbook. The marking criteria and IoA writing guidelines are useful guides when writing your essay. Penalties for late submission are also explained there.

Coursework deadlines:

Essay 1 - Friday, 13th November 2020

Essay 2 - Friday, 15th January 2021

Potential changes in light of the Coronavirus (COVID-19) pandemic

Please note that information regarding teaching, learning and assessment in this module handbook endeavours to be as accurate as possible. However, in light of the Coronavirus (COVID-19) pandemic, the changeable nature of the situation and the possibility of updates in government guidance, there may need to be changes during the course of the year. UCL will keep current students updated of any changes to teaching, learning and assessment on the [Students' webpages](#). This also includes Frequently Asked Questions (FAQs) which may help you with any queries that you may have.

Guidance on reading, resources and preparation for seminars

You are expected to read and consider **at least three essential readings as well as watching pre-recorded presentations** in preparation for each seminar. Completing the readings and reflecting critically on them is essential for your effective participation in the seminar discussions, and it will greatly enhance your understanding of the material covered, and your confidence in debating it. Further readings are provided via Moodle ('Full Reading List') for you to get a sense of the range of current work on a given topic and for you to draw upon for your assessments.

Note: the **pre-recorded presentations** are **not lectures**: they are intended to (a) familiarise students with a range of visual material conventionally used in archaeological analysis - including different modes of spatial and chronometric/chronological representation, as well as renderings of material culture - as these relate to the topic of the seminar each week; (b) draw attention to issues and questions pertinent to the seminar theme; and (c) complement the weekly readings. Although these presentations contain a wide range of empirical detail, they are not intended to provide a comprehensive summary of sites, chronological periods, object typologies etc., which are to be studied and absorbed mainly through the readings.

On opening the **pre-recorded presentations**, you will be asked for a password: ignore this and open as 'Read Only'

Preparation for class

When reading and critically analysing each article it is helpful to make 5-6 bullet points on the article for discussion in class and to consider the:

- wider significance of the research topic
- key research themes, issues and questions
- aims and objectives
- case-studies examined
- theoretical and methodological approaches to the topic
- the results and conclusions of research and their significance to research on the topic.

At the start of each staff-led seminar, students will be invited to place agenda items "on the table" for discussion, to ensure that issues of particular interest are covered. Issues raised may relate to readings or concepts or data that appear either difficult or problematic to the student, or that the student is especially curious or enthusiastic about, and wishes the seminar to explore.

Recommended general texts and reference works:

- Akkermans, P.M.M.G. and Schwartz, G.M. (2003) *The Archaeology of Syria: From Complex Hunter-Gatherers to Early Urban Societies, 16,000-300 BC*. Cambridge: Cambridge University Press.
- Baines, J. and Malek, J. (2000) *Cultural Atlas of Ancient Egypt*. (Revised edition). New York: Facts on File.
- Crawford, H. ed. (2013) *The Sumerian World*. Oxford: Routledge.
- Greenberg, R. (2019) *The Archaeology of the Bronze Age Levant: From Urban Origins to the Demise of City-States, 3700-1000 BCE*. Cambridge; Cambridge University Press.
- Potts, D. ed. (2012) *A Companion to the Archaeology of the Ancient Near East*. Oxford: Blackwell.
- Sasson, J.M. ed. (2000) *Civilizations of the Ancient Near East*. Peabody, Mass.: Hendrickson.
- Wengrow, D. (2006) *The Archaeology of Early Egypt: Social Transformations in North East Africa, c. 10,000 to 2650 BC*. Cambridge: Cambridge University Press.
- Wengrow, D. (2010) *What Makes Civilization? The Ancient Near East and the Future of the West*. Oxford: Oxford University Press.

An extensive list of general resources including Open Access books is available via Moodle ('Online Resources').

WEEK 1: Ancient Egypt and the Middle East in world history

What conventional roles has our core study region - 'the ancient Near East' - been made to play in grand narratives of world history? • How were those narratives shaped by global political and economic interests, and especially European expansion in the region, since the 18th century? • What is their legacy for contemporary archaeology in the countries of North Africa and the Middle East? • How have the roles of archaeology and archaeologists in Egypt, Iraq, Turkey, Syria, and neighbouring countries been redefined by recent geo-political events, of the last few decades?

Essential

Said, E. (1995) *Orientalism. Western Conceptions of the Orient*. (4th ed. [first published in 1979]). London: Penguin. (Introduction, pp.1-28) [STC 4167, HISTORY 6 a SAI, ANTHROPOLOGY D 7 SAI, GEOGRAPHY H 26 SAI, SSEES Misc.XVIII SAI] Also available at:
<https://books.google.co.uk/books?id=66sIH2VTmoC&printsec=frontcover&dq=said+orientalism&hl=en&sa=X&ved=2ahUKEwjFmuHgja3qAhX7VBUIHVzoDIMQ6AEwAnoECAIQAg-v=onepage&q=said+orientalism&f=false>

Scheffler, T. (2003) 'Fertile Crescent', 'Orient', 'Middle East': The Changing Mental Maps of Southwest Asia'. *European Review of History* 10(2): 253-72. [MAIN HISTORY PERS and ONLINE]

Wengrow, D. (2006) 'The idea of prehistory in the Middle East', in R. Layton *et al.* (eds.) *A Future for Archaeology*. London: UCL Press, pp.187-198. [INST ARCH AG LAY, ARCHAEOLOGY ISSUE DESK LAY, or download from:
https://www.academia.edu/6346626/The_Idea_of_Prehistory_in_the_Middle_East. In Layton R. Shennan S. J. Stone P. Eds. . *A Future for Archaeology The Past in the Present Festschrift Peter J. Ucko* London UCL Press 2006

See also:

Abdou, E. (2018). "Reconciling Egyptians with their ancient past? Analyzing students' perspectives and curriculum representations of ancient Egyptian history." *Mada Masr*. Available at:
<https://madamasr.com/en/2018/12/21/opinion/u/reconciling-egyptians-with-their-ancient-past/>

Essay question

Is the 'ancient Near East' still a viable concept in the writing of world history?

WEEK 2: Neolithic transformations: worlds of the earliest farmers

What do archaeologists mean by the 'Fertile Crescent'? • How has our understanding of the "origins of farming" changed in the last 30 years? • What can we infer about social organisation and gender roles in the earliest farming settlements (e.g. Çatalhöyük)? • How do we account for the appearance of monumental architecture among hunter-gatherers at Göbekli Tepe and elsewhere, after the end of the last Ice Age? • Why does the "Neolithic" of the Nile Valley and the Arabian Peninsula look so different from these earlier developments in Western Asia?

Essential

Asouti, E. and D. Fuller (2013). 'A contextual approach to the emergence of agriculture in Southwest Asia'. *Current Anthropology* 54(3): 299-2345 [ONLINE]

McCorrison, J. M. Harrower, L. Martin and E. Oches (2012) 'Cattle Cults of the Arabian Neolithic and early territorial societies'. *American Anthropologist* 114: 45-63 [ONLINE]

Wengrow, D. *et al.* (2014) 'Cultural convergence in the Neolithic of the Nile Valley: a prehistoric perspective on Egypt's place in Africa.' *Antiquity* 88: 95-111 [ONLINE]

Essay question

How do you account for the broad spectrum of social, symbolic, and technological innovations that accompanied the adoption and spread of domesticates in the Middle East?

WEEK 3: Global villages: the later prehistory of Egypt and the Near East

What were the most significant transformations in village life and material culture across the Middle East in the long period between the appearance of farming economies and the emergence of the first cities? • How do we account for the appearance of "proto-bureaucratic" technologies (e.g. seals and sealing technologies) in small-scale village societies of the later Neolithic? • What are 'culture areas' or 'interaction spheres' (e.g. Halaf, 'Ubaid), and what do they represent in terms of prehistoric social identities?

Essential

Akkermans, P.M.M.G. and Verhoeven, M. (1995) 'An image of complexity: the burnt village at Late Neolithic Sabi Abyad, Syria'. *American Journal of Archaeology* 99(1): 5-32. [ONLINE]

Frangipane, M. (2015) 'Different types of multi-ethnic societies and different patterns of development and chance in the prehistory Near East.' *PNAS* [ONLINE - www.pnas.org/cgi/doi/10.1073/pnas.1419883112]

Wengrow, D. (2010) *What Makes Civilization?* Oxford: Oxford University Press (chapter 4: 'The (First) Global Village', pp.54-66) [INST ARCH DBA 100 WEN; ISSUE DESK WEN 8; and ONLINE – consult [Moodle](#)]

For an accessible overview of recent fieldwork and the 'Ubaid period, see: Lawler, A. (2012) 'Uncovering civilization's roots'. *Science* 335: 790-3 [ONLINE]

Essay question

Approximately 4000 years lie between the origins of farming and the earliest cities: why didn't cities arise sooner in the Middle East?

WEEK 4: Holocene environments, climate change, and human impact

What range of scientific techniques are available to archaeologists today, in reconstructing past environments and episodes of climate change? • How has the overall picture of climate change in our study region changed over the past few decades, as a result of such research? • How successful have archaeologists been at integrating these new findings with broader strands of interpretation, e.g. regarding cycles of political and economic change in the region?

Essential

Stephens, L., et al. (2019). Archaeological assessment reveals Earth's early transformation through land use. *Science* 365, 897–902. <https://doi.org/10.1126/science.aax1192>

Smith, Bruce D., and Melinda A. Zeder. 2013. "The Onset of the Anthropocene." *Anthropocene* 4 (December): 8–13. <https://doi.org/10.1016/j.ancene.2013.05.001>.

Wilkinson, T. J. (2003) Landscape trajectories in time and space, pp. 210 -220. In *Archaeological Landscapes of the Near East*. University of Arizona, Tucson. [INST ARCH DBA 100 WIL; ISSUE DESK IOA WIL 20; and ONLINE – consult [Moodle](#)]

As case studies, try also to consult:

Jotheri, Jaafar, Altaweel, Mark, Tuji, Akihiro, Anma, Ryo, Pennington, Ben, Rost, Stephanie and Watanabe, Chikako. (2018). Holocene fluvial and anthropogenic processes in the region of Uruk in southern Mesopotamia. *Quaternary International*, 483, 57-69. ([doi:10.1016/j.quaint.2017.11.037](https://doi.org/10.1016/j.quaint.2017.11.037)).

Altaweel, M., Marsh, A., Jotheri, J., Hritz, C., Fleitmann, D., Rost, S., Lintner, S.F., Gibson, M., Bosomworth, M., Jacobson, M., Garzanti, E., Limonta, M., Radeff, G. (2019). New insight on the role of environmental dynamics shaping southern Mesopotamia: From the pre-Ubaid to the early Islamic period. *Iraq* 81, 23–46. (<https://doi.org/10.1017/irq.2019.2>)

Essay question

Discuss the most significant anthropogenic impacts and changes, which societies in the Near East have experienced in their ecology and landscapes. Give clear examples, and discuss how those changes are evident in the archaeological record and through the methods of environmental science.

WEEK 5: Origins of cities and states

What factors led to the appearance of the world's first cities in Mesopotamia during the fourth millennium BC? • What was the "Uruk Expansion" and what were its effects on neighbouring regions? • How do we account for the appearance of early evidence of aristocracy and warrior-elites in the highland margins of the Fertile Crescent, contemporaneous with the spread of urban life? • In what sense can we speak of the development of "urbanism" in predynastic and proto-dynastic Egypt? • What was the relationship between funerary cults and the emergence of kingship and ruling elites in Early Dynastic Egypt?

Essential

Algaze, G. (2013) 'The end of prehistory and the Uruk period'. In H. Crawford (2013) *The Sumerian World*. London: Routledge (chapter 4, pp. 68-94) [INST ARCH DBB 100 CRA, and ONLINE via [Moodle](#)]

Frangipane, M. (2016) 'The development of centralised societies in Greater Mesopotamia and the foundation of economic inequality.' *Tagungen des Landesmuseums für Vorgeschichte Halle* • Band 13 • [ONLINE via [Moodle](#)]

Hassett, B. and H. Sağlamtimur (2018) 'Radical 'royals'? Burial practices at Başur Höyük and the emergence of early states in Mesopotamia.' *Antiquity* 92 (363): 640-654. [ONLINE]

Wengrow, D. (2006) *The Archaeology of Early Egypt: Social Transformations in North East Africa, c. 10,000 to 2650 BC*. Cambridge: Cambridge University Press (chapter 4, pp.72-98, 'The urbanisation of the dead') [EGYPTOLOGY B 11 WEN, ISSUE DESK IOA WEN 7, Science ANTHROPOLOGY C 64 WEN, ONLINE via [Moodle](#)]

For the wider comparative context, try also to consult:

Baines, J. and Yoffee, N. (1998) 'Order, legitimacy and wealth in ancient Egypt and Mesopotamia'. In G.M. Feinman and J. Marcus (eds.), *Archaic States*. Santa Fe: School of American Research Press, pp.199-260 [INST ARCH BD FEI, and ISSUE DESK IOA FEI 3, and ONLINE via [Moodle](#)]

Wengrow, D. (2018) 'The origins of civic life - a global perspective' *Origini* XLII, 2018-2: 25-44 [ONLINE via [Moodle](#)]

Essay question

Summarise the different paths towards state formation followed in Egypt and Mesopotamia – how would you account for these differences?

WEEK 7: Emergence, functions, and development of writing systems

How would you account for the different forms and functions of the earliest writing systems to appear in Egypt and Mesopotamia at the end of the fourth millennium BC? • What are the particular interpretive challenges faced by archaeologists in using inscribed material as part of their interpretations? • What perspectives can archaeologists bring to the interpretation of ancient written materials? • What were the factors that lead to the invention and spread of alphabets in the late Bronze and early Iron Ages of the eastern Mediterranean?

Essential

Damerow, P. (1999) 'The Origins of Writing as a Problem of Historical Epistemology'. Max Planck Institute for the History of Science, Pre-Print 114. (available to download at: <http://www.mpiwg-berlin.mpg.de/Preprints/P114.PDF>)

Wengrow, D. (2011) 'The Invention of Writing in Egypt'. In E. Teeter (ed.) *Egypt before the Pyramids*. Chicago: Oriental Institute of Chicago Press, pp. 103-108. (available to download at: <https://oi.uchicago.edu/research/publications/oimp/oimp-33-pyramids-origins-egyptian-civilization>)

Try also to consult:

Goldwasser, O. (2012). 'The Miners Who Invented the Alphabet – A Response to Christopher Rollston', *Journal of Ancient Egyptian Interconnections* 4(3): pp. 9-22. [ONLINE]. [see also: 'How the Alphabet was Born from Hieroglyphs' (2010), at: <https://members.bib-arch.org/biblical-archaeology-review/36/2/6>]

Essay question: How does the development of writing systems relate to wider patterns of social change? Discuss with reference to *either* the invention of the earliest writing systems, *or* the early development of alphabetic script.

WEEK 8: Commerce, cosmology, and sacrifice: the movement of goods

What were the primary motives for long-distance trade in Bronze and Iron Ages of the Middle East and North-East Africa? • To what extent was commerce driven by the interests of political elites, temples, palaces, and other centralised institutions? • What do we know about the roles and status of craft specialists and merchants in these periods? • What bearing do "religious" factors have on an understanding of "trade" in these periods?

Essential

Bloxham, E. (2006) 'Miners and mistresses: Middle Kingdom mining on the margins'. *Journal of Social Archaeology* 6(2): 277-303. [INST ARCH PERS and ONLINE]

Sherratt, E.S. (2016). "From "institutional" to "private": traders, routes and commerce from the Late Bronze Age to the Iron Age." In J.C. Moreno-Garcia (ed.) *Dynamics of Production in the Ancient Near East*. Oxford & Philadelphia: Oxbow, pp. 289-302. [ONLINE, via [Moodle](#)]

Wengrow, D. (2010) *What Makes Civilization?* Oxford: Oxford University Press (chapters 5-7, pp. 66-124) [ISSUE DESK IOA WEN 8, INST ARCH DBA 100 WEN, and ONLINE – via [Moodle](#)]

For important background, see also:

Or: Pulak, C. (2012) 'Ulubrun Shipwreck.' In E. Cline (ed.) *The Oxford Handbook of the Bronze Age Aegean*. Oxford: Oxford University Press [ONLINE]

Essay question:

How would you characterise the relationship between craft, ritual, and trade in ancient Egypt and the Near East?

WEEK 9. Ancient empires and imperialism: current themes and perspectives

Why do empires become such a recurrent and distinctive feature of the political landscape in ancient Western Asia and Egypt after around 2000 BC? • Were all empires essentially operating on the same principles of domination and control, or can you point to distinctive features of, say, Egyptian and Assyrian imperialism in particular periods and regions? • What particular insights can archaeology bring to the understanding of ancient empires, as opposed to (or in conjunction with) pictorial and written sources?

Essential

Sinopoli, C. (1994) 'The archaeology of empires.' *Annual Review of Anthropology* 23:159-180. [ONLINE]

Smith, S.T. (1995) 'Askut and the Role of the Second Cataract Forts', in: *Askut in Nubia: The Economics and Ideology of Egyptian Imperialism in the Second Millennium BC*. London: Kegan Paul International. [EGYPTOLOGY B 20 SMI; TC 942]. ONLINE <https://www-jstor-org.libproxy.ucl.ac.uk/stable/40000574?sid=primo&origin=crossref&seq=1#metadata_info_tab_contents>].

Wilkinson, T.J. *et al.* (2005) 'Landscape and Settlement in the Neo-Assyrian Empire.' *Bulletin of the American Schools of Oriental Research* 340: 23-56. [INST ARCH PERS and ONLINE]

Essay question

In what ways does the archaeological record provide a distinct perspective on the development and decline of ancient empires?

WEEK 10: Body, gender, and power in the ancient Near East

How did a preoccupation with race and racial difference condition the early development of Egyptology and Assyriology, as well as the archaeology of the ancient Near East? • How have contemporary theories about gender and the cultural construction of bodily experience influenced archaeological interpretation in our study region? • Can you point to ways in which such approaches have changed our understanding of particular themes and processes, such as political development or cross-cultural interaction? • What is meant by "ethnicity" in contemporary archaeological interpretations of the study region? • How have archaeologists in the study region responded to the recent and rapid growth of research in human genomics and ancient DNA?

Essential:

Bahrani, Z. (2001) 'Race and ethnicity in Mesopotamian antiquity.' *World Archaeology* 38: 48-59. [ONLINE]

Roth, A.M. (2020) 'Gender roles in ancient Egypt.' In D.C. Snell (ed.) *A Companion to the Ancient Near East*. London: Wiley. [ONLINE]

Wengrow, D. (2009) 'The voyages of Europa: ritual and trade in the Eastern Mediterranean circa 2300-1850 BC'. In *Archaic State Interaction: The Eastern Mediterranean in the Bronze Age* (edited by W.A. Parkinson and M.L. Galaty). Santa Fe: School for Advanced Research, pp.141-160. [INST ARCH DAG 100 PAR, and ONLINE – via Moodle]

For those interested in the contribution of human genomics and ancient DNA, see for example:

Feldman, M. et al. (2019) 'Ancient DNA sheds light on the genetic origins of the Philistines.' *Science Advances* 5 (7): eaax0061 [ONLINE]

Skourtanioti, E. et al. (2020) 'Genomic History of Neolithic to Bronze Age Anatolia, Northern Levant, and Southern Caucasus.' *Cell* 181: 1158-1175. [ONLINE]

Essay question

How might putting the body "centre-stage" in interpretation change current perceptions of any one process or theme in the archaeology of Egypt and/or the ancient Near East?

[Examples might include the origins of farming, state formation, literacy, trade, etc.: students undertaking this essay should consult with the programme co-ordinator about their choice of focus]

WEEK 11. Ancient Egypt and the Middle East: a review through images

In this final (non-assessed) session, we will review some of the major themes of the core course - such as the emergence of farming societies, cities, inter-cultural commerce, and empire - through the medium of ancient art and images, which will also provide an opportunity to discuss the institutional and intellectual relationships between archaeologists, art historians, art museums, private collectors, and the trade in antiquities across the study region, and in the context of recent geo-political events.

Essential

Feldman, M.H. (2002) 'Luxurious Forms: Redefining a Mediterranean "International Style," 1400-1200 B.C.E.' *The Art Bulletin* 84(1): 6-29 [ONLINE]

Wengrow, D. (2008) 'Prehistories of commodity branding'. *Current Anthropology* 49: 7-34 (with commentaries) [ONLINE]

OR:

Wengrow, D. (2019) 'Art and material culture'. In A. Gunter ed. *A Companion to the Art of the Ancient Near East*. (Blackwell Companions to the Ancient World). Chichester: Wiley-Blackwell, pp. 25-48. [ONLINE - via Moodle]

And see also relevant entries in:

Aruz, J. (2003) *Art of the First Cities: The Third Millennium BC from the Mediterranean to the Indus*. New York: Metropolitan Museum. [ONLINE - See links in 'Online Resources', via [Moodle](#)]